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ABSTRACT

This description of career education activities in Pima County, Arizona, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 95-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Pima County project, the ultimate goal is stated as follows: to help all students in the county grow in the areas of self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes. The primary subjects are identified as Pima County's 90,000 students in grades K-12, and the evaluation design is described as a posttest-only design using comparable groups of treatment and control students in grades 4-12. (BM)

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# DEVELOPMENTAL CAREER GUIDANCE PROJECT

Pima County, Arizona

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American Institutes for Research

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Pima County Developmental Career Guidance Project

30 June 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## FOREWORD

This activity description was prepared as part of a study conducted by the American Institutes for Research (AIR) under contract No. 300-77-0303 to the U.S. Office of Education. The purposes of the study were to identify evaluated, exemplary career education activities; to recommend identified activities to the Joint Dissemination Review Panel (JDRP) of the Education Division, Department of Health, Education, and Welfare; to prepare descriptions of identified activities; and to develop a handbook with six models for evaluating career education activities.

The criteria established for screening activities in this study intentionally limited choices to those whose evaluation reports presented evidence of effectiveness. Close attention was given to the soundness of evidence in evaluation reports. A minimum requirement for this evidence of effectiveness was that some comparison standard be provided so that gains made by the students participating in the activity could be attributed to the impact of the activity. After confidence in the evidence of effectiveness was established, further criteria were applied. These criteria included consistent relationships between a well-planned assessment of needs, a statement of desired student outcomes, the selection of instruments, and the procedures used in data collection, management, and analysis.

This document describes one of ten projects that was selected from among 250 submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Although the description reflects an activity developed in response to local needs, other school districts with similar needs may wish to adapt parts or all of it according to their own circumstances and philosophy.

We are especially grateful to the staff of the Pima County Developmental Career Guidance Project and to the many school staff members who generously gave their time to answer questions from AIR site visitors. They extended a special kind of hospitality and spared no amount of effort to provide the information necessary to prepare this description. They made it possible for the site visitors to see the program in action, as well as to understand the philosophy and strategies that underlie its operations.

Pima County Developmental Career Guidance Project materials are judged to be free of bias with regard to race, sex, age, income levels, and type of occupation. The Media Review Committee carefully analyzes all potential purchases for absence of bias.

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Appendix B: Pima County Developmental Career Guidance Programs

Appendix C: Developmental Career Guidance Project - Media Catalogue

## PROJECT OVERVIEW

**TITLE & LOCATION:** Pima County Developmental Career Guidance Project
2302 E. Speedway, Suite 110
Tucson, Arizona 85719

**TYPE:** Infusion

**PROJECT DIRECTOR:** Joyce McKay
Ph: (602) 327-6231

**SETTING:** Pima County is a large and extremely diverse segment of southern Arizona, encompassing a major city (Tucson), vacant and agricultural lands, and Indian reservation lands. The overall county population is approximately 80% white and 20% Mexican-American, American Indian, and other minorities. Most white families live within the city and are employed in manufacturing and other occupations. Most minority families live in the more rural areas and are employed in agricultural and related occupations. The county's 155 schools serve over 90,000 students.

**STAFF:** The project staff consists of approximately 50 people, including a project director, about 30 guidance specialists, and specialists in other fields, plus support staff.

**GOAL:** The ultimate goal of this project is to help all K-12 students in the county grow in the areas of self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes.

**EVALUATION DESIGN:** The impact of this project on student growth was assessed in 1974-75 by testing comparable groups of treatment and control students on a posttest only basis. The grades tested were 4-12.

**MATERIALS:** Materials used in this project consist of an extensive library of career education resources. A series of 24 instructional units developed by the state of Arizona is used, together with a collection of commercially developed media and materials. This collection is continually updated by the project's Media Review Committee.

**COSTS:** The major project costs are staff salaries and the procurement of media and materials.

## PROJECT DESCRIPTION

The Developmental Career Guidance Project of Pima County, Arizona, is one of the most comprehensive projects in the entire field of career education. It spans all grade levels, serves a huge and disparate geographic area, and reaches nearly 100,000 students. The project influences every type of subject matter and is taught through a variety of approaches.

But the project does have a definable model of service delivery to offer to districts interested in duplicating its proven success. Its unifying threads are its administrative structure and its emphasis on the student as an individual person. It is no accident that this career education program is known by the title of "career guidance." The project staff believes that improving each student's self-awareness and self-esteem, plus his or her skills in decision making, are fundamental to a satisfying career choice. These two components of career education (self-awareness and decision-making skills) are especially emphasized in the elementary years, but are interwoven with the third (career knowledge) throughout the K-12 years.

### PROGRAM DEVELOPMENT

The Pima County Developmental Career Guidance Project is among the handful of career education projects in the nation which has made a serious long-term commitment to career education with only incidental federal funding. A $10,000 grant in the summer of 1974 under the Educational Professions Development Act was used to develop a vocational math textbook. All other direct funds have been state and local. The annual direct and in-kind funding for this project amounts to over $1,000,000, clearly a genuine commitment by the local community.

#### Pima County and Its Schools

The Pima County Developmental Career Guidance Project is a program involving eleven cooperating public school districts in Pima County, Arizona. The eleven districts contain, in all, 155 schools: 104 elementary schools, 34 junior high schools, and 17 high schools. About 93,000 students attend these schools.

Pima County is geographically very large, over 100 miles in length and about half that in width. This area encompasses a highly diverse population. The city of Tucson, where the Project's central office is located, is a highly urbanized area (though no portion of it could be characterized as "inner-city" in the usual sense). Its population is largely white and middle class, with a

high proportion of elderly retired people. Manufacturing, medical services, governmental services, leisure and hospitality services, and agricultural processing firms are employers of large numbers of the labor force. The city of Tucson is the region served by the largest of the eleven school districts. This district alone serves about 80,000 students, 85% of the students in the county. The median income in Tucson is about $11,950.

The ten smaller districts serve populations with a higher proportion of non-whites, particularly Mexican-Americans and American Indians. The areas served by these districts tend to be more rural, including farming and ranching areas and Indian reservation land. Agricultural occupations provide much of the area's employment. Median income of these areas is lower than in Tucson, around $7,750, and the unemployment rate is higher than Tucson's.

## The Development of Long-Range Career Education Goals

The Project began operating under state funding in 1971. At that time the Arizona State Department of Education was beginning a two-year development process to define goals for career education on a statewide basis. Six long-range career education outcomes had already been identified by educational and community leaders. These six outcomes were:

1. Students will achieve an increased awareness and understanding of interests, aptitudes, and responsibilities as these relate to various careers.

2. Students will demonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas.

3. Students will understand the world of work and its impact on society.

4. Students will be able to make decisions related to career areas being explored.

5. Students will possess entry-level skills upon exiting from the formal education program.

6. Students will develop an understanding and appreciation of the value of continual learning, the arts, and leisure qualities of life.

The development of goals was intended to specify and articulate the kinds of knowledge and attitudes which students should develop across their K-12 years in order to achieve the six desired outcomes. The development process first involved the staffs of all career education projects in Arizona, and later included the review and reactions of more than 300 teachers and 450 community representatives from across the state. The community representatives included mayors,

council members, board of education members, legislators, labor leaders, school superintendents, chamber of commerce members, PTA officials, civic group leaders, and high school students. The revised goals were organized into a matrix, which appears as Appendix A.

The Pima County Project and representatives of the local community offered considerable input to this development process. When the matrix had been revised and completed, the Pima County Project adopted these statewide outcome and goal statements as the focus and purpose of its own activities. In 1972-73, a local third-party evaluation was conducted based on these outcomes and goal statements. The evaluation tests and procedures developed at that time are still in use today (with minor modifications) to measure student attainment of the goals in the Arizona Career Education Matrix.

The matrix in Appendix A shows that goals have been developed for four grade level groups: primary (K-3), intermediate (4-6), junior high (7-9), and senior high (10-12). These goals are divided under eight topics, or important goal areas:

- Self-awareness
- Educational awareness
- Career awareness
- Economic awareness
- Decision making
- Beginning competency
- Employability skills
- Appreciations and attitudes

## MATERIALS AND ACTIVITIES

### What Is the Pima County Developmental Career Guidance Project?

The Pima County Developmental Career Guidance Project is a state-funded, interdistrict organization which coordinates or delivers a variety of career education services to all county schools. The Project has several major components: (1) direct services to students; (2) services to school staffs who need help in planning or implementing career education activities; (3) selection and maintenance of up-to-date career education media and materials for use by all county school staffs; (4) coordination of community resources such as volunteer aides, speakers, and work experience/exposure sites; (5) conduct of parent discussion groups; and (6) a variety of other services, such as career education

implementation unit development and services to special education teachers.

This complex, multi-faceted project has been built around the needs of the Tucson area. To give the reader an idea of how broad the concept of career education is in Pima County, the project's own descriptive brochure is found in Appendix B. Most adopting districts would probably not want to develop all the components listed; on the other hand, the list may perhaps stimulate new understanding regarding the meaning and possible scope of the infusion approach to career education.

What Activities Are Used With Students?

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of any and all relationships between academic subjects and particular occupations or the world of work as a whole. Infusion is not so much a change in the content of school subjects as in their focus and intent. For example, teaching addition may be done on "restaurant checks" in a simulated coffee shop instead of on blank paper. Because of the nature of infusion, and because of the wide array of career education resources which the Pima County project has made available for school staff to choose among, specific activities which make up the program for any one student are difficult to trace. A few examples may help the reader understand the nature of the program better, but it should be remembered that these are representative examples, not universal student experiences.

K-6 Students. Elementary level activities focus on self awareness, self esteem, and an introduction to career areas. For example, in one school, a "Care Center" was instituted as a resource for all K-6 students. Records and record players, books, games, bulletin board materials, and other activities were available to help students learn about the two Themes of the Month, one concerning an occupational area and the other concerning an affective area. Example areas examined in one month were careers in the Transportation cluster and problems in dealing with crisis situations (death, divorce, illness). Students used the Center both for class assignments and also independently to investigate careers and explore or express feelings. The Center staff, parent aides, or the school counselor were available at all times to work with students; also, students were encouraged to express their feelings in a Feelings Box, where they could insert notes telling their feelings and asking to talk with a staff member

if they wished. The focus on each month's occupational cluster culminated in a full-day Career Day, with several speakers coming in to discuss their careers.

7-9 Students. Activities at this level focus on greater study of careers and use of decision making skills. In one eighth grade class, a unit on careers required students to complete a notebook consisting of 12 exercises. These were:

- a values-appraisal exercise in which students rated (on a 1-to-10 scale) activities of importance to them individually;
- a job interest exercise in which students checked which of 10 activities under various job clusters they would rather perform;
- a self awareness exercise in which students indicated which ones of 150 adjectives best described them;
- an exercise in good listening which tested the student's ability to hear, understand, and remember information given orally by a "job supervisor";
- an Occupational Study Guide asking specific questions which students answered concerning the job(s) of their choice;
- a desired qualities exercise in which students ranked 12 qualities as to how much they wished to possess of each (attributes such as health, peace, power, goodness, and attractiveness);
- a data-people-things exercise in which students selected a response representing one of these preferences in 20 situations;
- a jobs decision making exercise in which students listed 10 careers of interest together with characteristics of each career (education required, whether they involved other people or not, risk factor, preferred size of organization, and other factors of the student's choice);
- a What I Like About Me exercise in which students chose which of 60 positive attributes described them;
- a feelings exercise in which students named their three most common feelings;
- a Where I Want To Be ladder in which students forecasted which of their desires in life they might fulfill in five years or in their lifetimes; and
- a Brave New World exercise in which students chose, as a group, which 5 of 11 viewpoints on major political issues would be written into their new "constitution."

Other optional values clarification/decision/making/job exploration exercises were also available to students.

10-12 Students. Activities at this level are aimed at giving students actual exposure to work. For instance, a communications laboratory of one high school was the center of radio/TV/film/newspaper activities on campus. Students learned basic technical skills in one or more of these areas and then produced their own films, broadcasts, and newspaper. This involved covering campus and community activities, interviewing people on and off campus, visiting local TV and radio stations and newspapers to observe and participate in a real setting, and preparing original material (such as a videotaped spoof of television advertising).

Because of the nature of infusion, it is difficult to say how much career education a student might receive in any period of time, but an overall average is about one hour per day at each grade level.

## Resources Available to School Staffs

The basic resource for career education activities is the project's extensive collection of career education media and materials, located at the project's several offices throughout the county and available to all county teachers and counselors. The project constantly maintains and updates an extensive library of career education media and materials, describing about 3,000 different career education activities, for use by all Pima County teachers, including 24 state-developed instructional units. Its Media Advisory Committee, made up of teachers, counselors, and project staff members representing different county areas, carefully screens all incoming materials for effectiveness and for absence of race or sex bias. The Committee's recommendations are valuable for local school purchasing decisions as well as project decisions. These materials, speakers, and activity sites have been available for all local school personnel to select from according to the needs of their students.

The 24 instructional units produced in Arizona have undergone formalized field testing and evaluation. In addition, the project has prepared and regularly updates an extensive Media Catalog. This consists of annotated lists of career education materials and media available through the project, grouped for the K-6, 7-9, and 10-12 levels. Certain materials which would be valuable for inservice training are also included, as are suggestions for making use of various materials. A guide to use of the Catalog and some sample listings are given in Appendix C.

Since materials and activities used are so diverse, physical facilities needed for this program vary widely. In general, ordinary classroom layouts and equipment are used; the innovative features of this program revolve around how facilities are used more than what is used. Where special facilities are required, the staff has typically looked to the community to provide them.

## PARENT AND COMMUNITY INVOLVEMENT

A major project resource is the parents and community members whose participation in the schools is coordinated through the Community Resource Center. The Center's Community Resource Advisory Council consists of 18 community members who work with Center staff members to increase community involvement in career education. The effort has been aimed at including parents, community organizations, and all segments of the world of work as collaborators in education, who bring their own unique and varied contributions and viewpoints, not mere supplementers who do what educators tell them to do. Business and community group members act as speakers, resource persons, and work exposure/experience site hosts, under overall coordination by the Community Resource Center and the Advisory Council. In addition, these people participate in seminars and work exposure activities for teachers and counselors as part of the latter's inservice training.

Involvement of parents is a particular focus of the project, through the Community Resource Center. Experiences offered at the Center include discussion groups on career education and on effective parenting, leadership training, and opportunities to participate in school activities as teacher aides, speakers, or resource persons. Project staff members are fully cognizant of the fact that parental expectations influence students' career selections substantially. Staff members work to increase participation in the ongoing parent groups each year.

## STAFFING AND MANAGEMENT

### Project Personnel

Career education in the county is coordinated and facilitated by the project director and staff. The staff consists of three assistant project directors/area directors, approximately 30 guidance specialists, three Community Resource Center staff, two staff development specialists, and about 15 support staff. In addition,

specialists in specific areas (special education, rural schools, work education, and selective enrichment) work under project auspices and number about seven people.

Project policies are set by an 11-person governing board consisting of one district official from each of the 11 districts, operating under an interjurisdictional agreement. However, principal funding for the project has been from the state of Arizona since the project's beginning.

Project Director. Liaison with the board is a major function of the project director, in addition to her overall administration, personnel, funding, and evaluation concerns. The director works out of the central project office, located in Tucson, which also houses the staff members of the Community Resource Center, a media secretary, two staff development specialists, several guidance specialists, and a support staff of secretaries, a bookkeeper, a printer, and project assistants. Three area offices, located in smaller districts, are each staffed by an assistant project director, a staff of guidance specialists, a secretary, and one or more project assistants.

Guidance Specialists. The "front line" persons in Pima County are the project's guidance specialists. They are usually assigned three to four schools apiece, visiting each on a weekly basis. Numbering about 30 across the four offices, guidance specialists are chiefly responsible for helping teachers and counselors infuse career education and career guidance activities into the classroom. Often the guidance specialists help conduct these activities themselves, especially career guidance activities and particularly at the elementary level. In fact, the degree of project staff involvement directly in the classroom is a significant feature of this project when compared to similar types of approaches to career education across the country.

The specific functions of the guidance specialists are to:

- work with classroom teachers in designing curriculum plans that will integrate career education into the existing curriculum
- assist teachers in the classroom implementation of planned career guidance units and activities
- conduct consultation sessions with teachers to develop mutual understanding of students and student needs for career guidance and education
- assist teachers in conducting classroom or small group guidance sessions designed to explore pupil motivation, behavior, achievement, goals, and problems
- assist teachers and school personnel in developing and utilizing a parent

participation program: this might include holding parent conferences to discuss pupil motivation, achievement, etc.; conducting parent study or discussion groups; and involving parents as resource speakers or aides in the career education process

- plan and conduct appropriate inservice training for teachers in areas of concern to the career guidance program and to the teachers
- demonstrate the materials and methods of career education to classroom teachers
- assist teachers in planning and implementing exposure activities in career education: such activities may include development and use of hands-on materials or kits; development of simulated or real job experiences; assisting in the planning of job site visitation or field study trips; and assisting in the use of resource speakers and community resources as part of the planned career education activities
- participate in the evaluation of the current project and the planning of future career education projects.

Staff Development Specialist. The staff development specialist positions were set up in 1977-78, when it became clear that for some topics, county-wide workshops were a better approach than building-level or district sessions. The staff development specialists are actually guidance specialists who spend full time on planning and operating these workshops, leaving the more individualized work with building staffs to the guidance specialists.

Community Resource Center. One of the project's major activities is its Community Resource Center. The three full-time Center staff members coordinate a wide range of contacts between the schools and the community, including guest speakers, parent volunteers, summer businessman/teacher seminars, and work exposure/experience sites for students.

## Staff Qualifications

All guidance specialists, staff development specialists, and Community Resource Center staff members are certificated teachers, since they may conduct activities in the classroom. Persons chosen as guidance specialists generally hold advanced degrees in counseling and demonstrate commitment to and enthusiasm for the promise of career education. Most have been in the school system as teachers or counselors for a year or more, though some have been chosen from newly certificated teachers. All have varied kinds of work experience in addition to their work within school systems.

Competencies of guidance specialists are described as: (1) the ability to serve as a career education/career guidance consultant to classroom teachers;

(2) the ability to provide career guidance to students and parents; (3) the ability to work cooperatively with other school and professional personnel; (4) the ability to work with representatives of the business community in the development of career guidance activities; and (5) knowledge of the goals of career education. Training for new guidance specialists consists of intensive classroom sessions combined with teaming with more experienced staff members.

Management Strategies

A notable feature of the Pima County project is the spirit of cooperation between the project staff and building staffs. Project services are offered throughout the county, coordinated by one central office and three area offices. However, no school or teacher is required to use project services, and in fact project staff will not begin work in a school unless both the principal and a majority of the teachers request it. Use of project services has spread from an initial six schools in 1971-72 to virtually all county schools at present. In part, this is because students, parents, teachers, and administrators have learned of the project's absorbing activities and impressive results in other schools and have asked for project staff involvement in their own schools.

Cooperation is also a prominent feature of the relationship between the project staff and staff of the districts. Districts offer support to the project in many ways, such as supplying space for offices and workshops and sharing salary costs of some project staff members. In addition, the Board distributes project funds in part on the basis of district needs instead of on a strict per-pupil basis, allowing smaller districts to maintain resources comparable to those in larger districts.

Weekly staff meetings are held in each of the four project offices to monitor activities in the schools, plan upcoming efforts, and share staff concerns and successes. Overall project staff meetings are held seven times yearly, concentrating on project staff development on topics related to project management. In addition, each project staff member has special responsibilities with respect to the year's goals and objectives for the project as a whole. As noted before, cooperation, mutual respect, and a team effort are the keys to effective project operations in all these areas.

## Change and Growth in the Program

Since 1974-75, the guidance specialist model has been modified slightly to maintain high levels of service in the schools. In schools with high levels of career education activities, volunteer teachers or counselors have gone through intensive career education and guidance training so that they could take over a part of the guidance specialists' functions. This model of service delivery is known as the key educator model. In other schools where an entire feeder school grouping (that is, a high school with all its feeder junior highs plus all their feeder elementary schools) is involved in career education, a volunteer school staff member has been trained to act as coordinator/articulator of career education activities throughout the group. This model is called the feeder schools model. Guidance specialists continue to offer limited assistance within these two models. The intent of changing staffing patterns is eventually to turn over responsibility for career education to the local schools.

## Staff Development

Inservice staff development of the school teachers and counselors who implement career education is the biggest single responsibility of the guidance specialists. Through workshops, building-level inservice sessions, and individual consultation, they endeavor to impart to teachers and counselors an understanding of the goals and methods of career education. The objective of all inservice programs is to help school staff members implement effective career education activities with their students.

Individual consultations are usually held at the request of a teacher or counselor. In these sessions the guidance specialist uses his/her knowledge of career education concepts, commercially prepared or locally developed career education materials, and school or community resources to help the teacher or counselor design an activity suited to specific student needs.

Building-level sessions are held at least once a month for the entire school staff at each school. These are on various topics, some of general interest and others specific to the school. A series of inservice training units has been developed by the project staff and is frequently used for building-level inservice sessions, especially in schools just beginning the use of project services. Their career education topics are:

- A National Priority
- A State's Involvement
- A County Project
- The Resource Consultant
- Hands-On Experience
- Testing
- Media
- Student-to-Student Programs
- Assistance to New and/or Student Teachers
- Utilizing Community Resources
- Parent Involvement
- Career Instructional Units
- Work Education
- Using Mini-Proposals

Workshops held on a multi-district or county-wide basis involve the staff development specialists plus guidance specialists, teachers, counselors, community members, visiting celebrities, or anyone else who has valuable knowledge on career topics. Some are available for optional college credit if the participant's district approves. Often the workshops are only one session in length, but they may run up to eight sessions. A list of titles from a recent semester is: (1) A.C.T.I.O.N.: Combining the Curriculum with Career Education Strategies for Immediate Classroom Use; (2) The Motivated Person; (3) Personal Development Through Goal Setting; (4) Workshop for Counselors; (5) Values Clarification for Junior High Students; (6) Career Education in Junior High School English; (7) Winning; and (8) Career Implications of Subject Matter: English and Foreign Languages.

One distinctive type of workshop is the businessman/teacher seminar, established to increase understanding of the world of work by strengthening communication between teachers and the working community. During an evening seminar, volunteer businesspersons and teachers develop a program to achieve a predetermined student goal. Teachers and guidance specialists work together to implement the agreed-upon activities. After some weeks, teachers return for a second seminar to share the results of their classroom experiences. These workshops are organized and facilitated by the Community Resource Center staff.

All workshops are evaluated by administering questionnaires to participants. Responses to these evaluation questions are used to improve future efforts. The degree of implementation of classroom activities, as monitored by guidance specialists, is another measure used to assess workshop effectiveness.

## COSTS

Arizona State Department of Education funds awarded to the project amounted to $278,000 in 1971-72; $500,000 in 1972-73; $535,000 in 1973-74; $560,000 in 1974-75; $640,000 in 1975-76; $690,000 in 1976-77; and $687,000 in 1977-78.

Local funds furnished to the project amounted to $62,000 in 1971-72; $68,000 in 1972-73; $78,000 in 1973-74; $84,000 in 1974-75; $245,000 in 1976-76; $399,850 in 1976-77; and $486,580 in 1977-78.

The cost of operating this program can be estimated by the cost of project operation in 1974-75. (Since the Pima County project has been expanding continually since 1971, no maintenance phase has been entered.) In 1974-75, about 75,000 students were served by the project staff, resulting in a per-pupil cost of about $6.75.

The breakdown of costs for 1974-75 is as follows:

| | |
|---|---|
| Personnel | $403,924 |
| Personnel Training | 2,000 |
| Supplies and equipment | 35,307 |
| Consumables | 3,200 |
| Other (contractual services, travel, miscellaneous) | 115,704 |
| Total | $506,135 |

## EVIDENCE OF EFFECTIVENESS

### The Evaluation Instruments

A local third-party evaluator developed the student outcome instruments during 1972-73 and has conducted formal evaluation of the program each year since then. The evaluator developed, pilot tested, and field tested a Careers Test to measure the effectiveness of the program. The test has two forms, an elementary-intermediate form for students in grades 4-7 and a secondary form for students at the 8-12 levels. The 4-7 level test contains 49 items, while the 8-12 level test has 82 items.

Both forms of the Careers Test are paper-and-pencil instruments. Both cover the seven dimensions of the Arizona Career Education matrix already discussed. In addition to scales in each of these areas, two other measures are included: a measure of cumulative knowledge in the nine career clusters, and a measure of interest in those nine clusters. All dimensional scores consist of percent of items answered correctly out of all items in that dimension, so that a perfect score equals 100.

Content validity has been verified by frequent review by state, county, project, and local district staff members. Reliability of the test was estimated by correlation of test/retest scores of 100 students tested at each of the two levels with a two-to-three month separation between tests. Scores in the seven dimensions were correlated .70 to .90 from one administration to the next.

## Evaluation Design

The 1974-75 evaluation utilized a posttest only, treatment/control group design. The 1974-75 school year presented the last opportunity to find enough schools in the county to create a plausible control group. In that year, project services were formally offered in 110 county schools; however, approximately 10% of the schools received services tailored to non-English-speaking students who were heavily concentrated in rural areas. These schools were not included in this evaluation in either the treatment or the control group because of their special character. The schools in the final sample contained an overall population of about 80% white students and 20% Mexican-American, American Indian, and other minorities. This is close to the overall county population ratios.

In February and early March of 1975, the guidance specialists used information from their weekly activity logs on numbers of hours they spent at each school to assess the degree of implementation of career education in all district schools. Based on this information, schools were divided into high, medium, and low implementation groups.

## Sample Selection

Student sampling was done by random selection of intact classes. A list of all teachers' names from the high and low implementation schools was compiled. Student samples were constructed by randomly selecting 50 teachers' names in each group and designating their students as members of the treatment and control groups. Twenty-five teachers each were selected at the 4-7 level and the same number was selected at the 8-12 level. The total number of high-exposure students actually tested at the 4-7 level was about 550, with an equal number of low-exposure students tested; almost 700 high-exposure and 700 low-exposure students were tested at the 8-12 level.

## Data Analyses

T-tests were computed at each level (4-7 and 8-12) on each career education dimension of the Careers Test. Some dimensions were made up of sub-dimensions; in these cases, comparisons were done on the sub-dimensions instead of the total dimensions. Results are shown in Table 1 on the next page.

The self-awareness dimension is not measured directly by the test. However, items in the 1974-75 test did measure student perceptions of: (1) their readiness for employment in each of the nine clusters; (2) self-perceived brightness in relationship to other students; (3) self-expectations for scholastic performance;

and (4) differences in certainty of achieving educational and occupational aspirations. It is noteworthy that on every comparison made at each level, high-exposure students rated themselves higher than did low-exposure students, indicating a higher degree of self-confidence.

Table 1

Mean Percentage of Items Correct on the Careers Test, t-Ratios, and Significance Levels

| | # of items | High Exposure Sample (N = 550) | Low Exposure Sample (N = 550) | t | Significance Level |
|---|---|---|---|---|---|
| **Elementary/Intermediate Students** (grades 4-7) | | | | | |
| Educational Awareness | 5 | 51.8 | 48.9 | 2.17 | <.020 |
| Career Awareness: Knowledge of Skills Required | 5 | 61.1 | 56.6 | 3.05 | <.001 |
| Career Awareness: Knowledge of Factors Contributing to Job Satisfaction | 5 | 57.7 | 53.3 | 3.19 | <.001 |
| Career Awareness: Common Threads in Jobs | 5 | 73.0 | 63.9 | 5.88 | <.001 |
| Economic Awareness | 2 | 59.9 | 54.5 | 3.51 | <.001 |
| Decision Making | 5 | 68.2 | 60.0 | 5.70 | <.001 |
| Appreciations and Attitudes | 5 | 65.7 | 58.8 | 4.46 | <.001 |
| Knowledge of Career Clusters Score | 9 | 57.4 | 48.3 | 6.69 | <.001 |
| **Secondary Students** (grades 8-12) | | (N = 700) | (N = 700) | | |
| Educational Awareness | 4 | 53.7 | 42.0 | 6.42 | <.001 |
| Career Awareness: Knowledge of Skills Required | 7 | 62.1 | 50.0 | 7.08 | <.001 |
| Career Awareness: Knowledge of Factors Contributing to Job Satisfaction | 7 | 69.3 | 55.6 | 6.91 | <.001 |
| Career Awareness: Common Threads in Jobs | 7 | 70.6 | 57.6 | 6.34 | <.001 |
| Economic Awareness: Economic Awareness | 4 | 58.6 | 47.1 | 5.64 | <.001 |
| Economic Awareness: Awareness of Career Mobility | 4 | 45.5 | 35.4 | 5.11 | <.001 |
| Economic Awareness: Awareness of Factors Influencing Occupational Structure | 5 | 59.0 | 47.4 | 5.79 | <.001 |
| Decision Making | 6 | 39.7 | 32.7 | 4.82 | <.001 |
| Employability Skills* | 9 | 27.5 | 22.4 | 8.06 | <.001 |
| Appreciations and Attitudes | 4 | 59.0 | 47.4 | 5.92 | <.001 |
| Knowledge of Career Clusters Score | 9 | 43.0 | 31.6 | 7.19 | <.001 |
| Interest in Career Clusters Score** | 9 | 25.7 | 24.0 | 3.86 | <.001 |

*proportion of students indicating "very well prepared" for entering clusters
**proportion of students indicating "very interested" in entering clusters

Calculated t-values are shown together with their significance levels (to .001 minimum). Student scores shown represent the mean percentage of items correct on that dimension or sub-dimension. Clearly, these results are tremendously impressive. All comparisons at every grade level favored the high-exposure students; 19 of 20 comparisons favored the high-exposure students at the .001 level of significance, with the remaining comparison favoring them at the .02 level of significance.

Review by Joint Dissemination Review Panel

The Joint Dissemination Review Panel (JDRP) was established by the Education Division of the Department of Health, Education, and Welfare in 1972. The joint U.S. Office of Education - National Institute of Education (NIE) Panel currently has 22 members, eleven from each agency, appointed respectively by the Commissioner of Education and the Director of NIE. The JDRP meets periodically to review the evidence of effectiveness submitted for a wide variety of federally supported educational products and practices, with effectiveness being the sole criterion for approval by the JDRP. It is charged with the responsibility of ensuring that educational interventions - projects, products, or practices - have been shown to have positive impacts on their recipients before they are disseminated with federal funds or endorsed by the Education Division.[1]

In May 1978, the JDRP reviewed the Pima County Developmental Career Guidance Project; they voted not to approve it for nationwide dissemination at that time, indicating that additional information was needed to allow the Panelists to rule out other possible explanations of the results. The Panelists strongly urged that such information be included in a second submission to the JDRP permitting them to consider the exclusive relationship of the career guidance treatment to student scores on the careers test.

Subsequently, a revised submission including the information previously requested by the Panel was forwarded to the JDRP for a second review. The outcome of the second review was that the JDRP approved the Developmental Career Guidance Project for nationwide dissemination.

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[1] Tallmadge, G. K. The Joint Dissemination Review Panel: IDEABOOK. Washington, D.C.: NIE/DHEW, September 1977.

## CONCLUSION

The statistical results show the strength of the project's impact. The value of this impact is shown by: (1) the importance of the seven goal areas tested; (2) the modest cost of implementing this program relative to the number of students served; and (3) the enthusiasm of project and school staff and the communities. It is noteworthy that in at least 30 schools, school officials who were reluctant to make use of project services (because of concern for their overburdened teachers and other staff members, fears of increased costs, or simple resistance to change) were prodded into action by parents, teachers, and counselors. Such enthusiasm demonstrates the program's importance as seen by the residents of Pima County.

Appendix A

## High School Goal Statements

### Self Awareness

The students will recognize the relationship of their interests, aptitudes, and achievements to the realization of their career goals.

- The students will evaluate their career goals in terms of interests, aptitudes, and achievement.
- The students will evaluate the successes and failures in their educational programs and develop understandings of occupations in which they might be successful.

The students will understand, accept, and respect their own uniqueness and self-worth as a result of learning, growth, and maturation.

- The students will accept themselves as unique persons.
- The students will understand that they are growing and continally developing persons.

The students will learn to establish goals that are important to them.

- The students will realize that what they believe influences what they become and that what they believe may change as they continue to acquire knowledge.

The students will understand that they have responsibilities to themselves and to others.

- The students will recognize the need to appreciate the skills, abilities, rights, and responsibilities of others.
- The students will understand the relationship between career and self-satisfaction.
- The students will understand that accepting a job implies acceptance of job responsibilities and requirements.
- The students will understand the need for positive relationships between themselves and others to perform a job.

### Educational Awareness

The students will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

- The students will analyze the changing nature of the world of work and its effects upon the individual.
- The students will evaluate their progress toward tentative career goals and assess their suitability.

The students will recognize that different careers require varying types of educational preparation.

- The students will understand the different types of educational preparation that are necessary for various careers.
- The students will plan the postsecondary educational experiences that will satisfy the entry-level requirements of their tentative career choices.

The students will recognize that their educational experiences are a part of their career development.

- The students will identify skills acquired in school that are relevant to selected occupations.
- The students will understand how school classes and activities will relate to their use of time throughout life.

The students will recognize that learning is continuous, occurring inside and outside of school.

- The students will become aware that continual learning is a part of life and career adjustment.

Career Awareness

The students will recognize that their career development includes progression through stages of educational and occupational experiences.

- The students will analyze factors that may influence their vertical and horizontal mobility in a selected career cluster.
- The students will analyze the function of management responsibilities relating to the careers they have chosen to research.

The students will understand the variety of occupations found in the world of work.

- The students will know the immediate steps necessary following high school to gain entry into their chosen careers.
- The students will know the detailed characteristics of their chosen fields.

The students will understand the relationship between career and life-style.

- The students will analyze the relationship between job requirements and their personal and professional goals.
- The students will recognize that mobile careers can cause changes in an individual's life-style.

The students will understand the way in which occupations relate to needs and functions of society.

- The students will become familiar with job opportunities as related to social and economic trends in their geographic area.
- The students will evaluate employment opportunities in their career areas based on local, regional, and national trends.

## Economic Awareness

The students will understand the relationship between personal economics, life-style, and occupational roles.

- The students will understand the rewards of certain occupational roles.
- The students will become aware that individual values determine individual needs and relate to a desired standard of living.

The students will understand the relationship of their present and anticipated occupational status to economic trends found in their community, state, and nation.

- The students will become aware of principles used in predicting economic trends in their community, state, and nation.
- The students will apply economic principles to assist in predicting their career futures in terms of community, state, and national employment opportunities.

The students will understand the range of social and economic benefits associated with various occupations.

- The students will understand factors which influence them to need or want certain social and economic rewards.

## Decision Making

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

- The students will understand that a given set of facts can support different decisions.
- The students will predict and analyze the immediate, intermediate, and long-term effects their decisions will have on themselves, family, and society.

The students will become proficient in using resource information to make career decisions.

- The students will understand how school and work experiences meet the needs of occupational preparation.
- The students will continue to acquire information in the continuing evaluation and development of their educational plans.

The students will identify personal goals as part of making career decisions.

- The students will analyze their career goals and the subsequent decisions that are required by such goals.
- The students will make tentative plans for developing their long-range career possibilities and what is required to achieve them.

Beginning Competency

The students will develop the skills necessary for employment in the career of their choice.

- The students will analyze the relationship between the skills they possess and the entry-level requirements of their chosen careers.
- The students will align their entry-level skills with their career desires.

The students will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

- The students will develop observation skills used to collect data needed to solve problems.

The students will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

- The students will identify the competency or expertise needed to use tools, equipment, and materials in business and industry.
- The students will understand safety as related to business and industry.

The students will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

- The students will demonstrate those interpersonal-relations skills likely to be expected of them while looking for a job.

Employability Skills

The students will develop work habits and attitudes necessary to enter an occupation in the career area of their choice.

- The students will meet the requirements necessary for their post-high school career choices.
- The students will complete an assigned task related to employability; i.e., completing an application form or an interview.

The students will recognize the implications of working, with and without supervision, independently, and with others.

- The students will understand the advantages, disadvantages, and responsibilities of their career choices.
- The students will understand the requirements and value of supervision.

The students will relate information about themselves in selecting, learning, or performing duties.

- The students will present an accurate description of education, training, experience, and information about themselves to potential employers through a variety of ways such as interviews, tests, and application forms.

- The students will identify several potential careers in which they have an interest and aptitude.

Appreciations and Attitudes

The students will develop an understanding for the value of work and continual learning.

- The students, having tentatively chosen a career cluster, will analyze the common and unique characteristics of jobs within that cluster.
- The students, having tentatively chosen a career cluster, will identify how continual on-the-job learning can contribute to professional and personal satisfaction.

The students will understand the roles of leisure and the arts in achieving self-satisfaction.

- The students will analyze the value of leisure and its contribution to self satisfaction.
- The students will analyze the relationship of art to society and self-satisfaction.

The students will understand and appreciate the relationship of work, continual learning, the arts, and leisure in achieving social responsibility and self-satisfaction.

- The students, based on their tentative career choices, will analyze the interrelationship of work, continual learning, the arts, and leisure in achieving social responsibility and self-satisfaction.

## Junior High Goal Statements

Self Awareness

The students will recognize the relationship of their interests, aptitudes, and achievements to the realization of their career goals.

- The students will become aware of the importance of hobbies, academic achievements, and athletic abilities in making choices about future occupations.
- The students will consider their interests and aptitudes in exploring career information.

The students will understand, accept, and respect their own uniqueness as a result of learning, growth, and maturation.

- The students will recognize that each individual is unique and therefore is capable of unique contributions.
- The students will examine changes that they are undergoing as they continue to develop and mature.

The students will learn to establish personally relevant, although tentative, goals.

- The students will understand the need for personal goals.
- The students will understand the relationship between their self-images and the goals they set.

The students will understand and recognize forces such as social, economic, educational, and cultural that influence their development.

- The students will become aware of the relationship between personal goals and the influence of significant others upon them.
- The students will understand that changes in them influence their environment, and that changes in the environment influence them.

The students will understand that they have responsibilities to themselves and others.

- The students will understand that they have a responsibility to themselves to be aware of the consequences of their decisions.
- The students will act upon their own best judgment with regard for both the consequences of their actions and the effects of those actions upon others.

Educational Awareness

The students will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

- The students will understand the educational requirements needed for entry into occupations within selected career areas.
- The students will understand the need to plan an educational process to reach their selected career goals.

The students will recognize that different careers require varying types of educational preparation.

- The students will understand the relationship between levels of education and levels of employment.
- The students will understand that proficiency in certain subject areas is necessary to enter certain occupations.

The students will recognize that educational experiences are a part of their career development.

- The students will illustrate how participation in school activities can relate to selected career areas.
- The students will become aware of elements making up career cluster.

The students will recognize that learning is continuous, occurring inside and outside of school.

- The students will understand that learning is a product of in-school and out-of-school experiences.
- The students will become aware that out-of-school experiences can improve their capabilities in school.

Career Awareness

The students will recognize that their careers include progression through developmental stages of educational and occupational experiences.

- The students will recognize those things that influence job change and advancement.
- The students will review the performance requirements for various jobs.

The students will understand the variety of occupations found in the world of work.

- The students will become familiar with a variety of career groupings and explore the types of jobs found in each grouping.
- The students will identify several careers and recognize the specialized jobs related to each.

The students will understand the way in which occupations relate to needs and functions of society.

- The students will become aware of careers as they relate to the needs and functions of the community.
- The students will become aware of career characteristics within geographical locations and their relevance to job mobility.

The students will determine the worker qualifications needed to perform the basic tasks of various occupations.

- The students will identify the relationship of personal interests to success in specific occupational areas.
- The students will recognize the relationship between personal aptitudes and success in specific occupational areas.

Economic Awareness

The students will understand the relationship between personal economics, life-style, and occupational roles.

- The students will understand that money may determine their life-styles.
- The students will understand life-style needs and their relationship to career opportunities.

The students will understand the range of social and economic benefits associated with various occupations.

- The students will identify occupational roles which are compatible with their currently expressed needs and wants.
- The students will recognize that people-oriented and independent work are aspects of certain occupational choices, and they will explore their attitudes and behavior related to both.

The students will understand the relationship of their present and anticipated occupational status to economic trends found in their community, state, and nation.

- The students will develop knowledge of the relationship of economic trends in their community, state, and nation.
- The students will become aware of economic forecasting instruments.

Decision Making

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

- The students will demonstrate an ability to use decision-making and problem-solving skills in gaining self-awareness and relating it to career explorations.
- The students will understand that they are responsible for the outcomes of their decisions.
- The students will demonstrate skill in responsible decision-making behavior.

The students will become proficient in using resource information to make career decisions.

- The students will increase occupational and self-knowledge through the use of outside resources and experiences in the community.
- The students will have experiences whereby they can observe people at work.

The students will identify how personal goals are a part of making career decisions.

- The students will recognize that making decisions related to personal goals is required to make an occupational choice.
- The students will make tentative choices regarding long-range career interests.

Beginning Competency

The students will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

- The students will refine skills by using and experimenting with them.

- The students will gain proficiency in problem-solving techniques as they apply in selected career areas.

The students will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

- The students will increase their proficiency in the use of tools, equipment, and materials needed to perform various tasks.
- The students will identify the variety of tools, equipment, and materials needed in a selected business or industry.

The students will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

- The students will understand that responsibility often necessitates behavior contrary to personal preference.
- The students will understand how attitude can be expressed through behavior.

The students will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of their choice.

- The students will demonstrate mastery of basic computational skills.

Employability Skills

The students will recognize the implications of working with and without supervision, independently, and with others.

- The students will recognize the difference between an entry-level job and future mobility within that job cluster.
- The students will understand that working independently may involve varying degrees of responsibility.

The students will relate information about themselves in selecting, learning, or performing duties.

- The students will use information about their interests, attitudes, and qualifications to refine their identification of potential career choices.
- The students will complete job application forms using personal interests, aptitudes, and qualifications information.
- The students will prepare letters, applications, resumes, and references related to career placement.

The student will develop the work habits and attitudes necessary to enter an occupation in the career area of their choice.

- The students will refine their social skills necessary for employability.
- The students will demonstrate communication, writing, and research skills appropriate for career placement.

Appreciations and Attitudes

The students will develop an understanding for the value of work and continual learning.

- The students will analyze the interdependency of jobs within their community.
- The students will understand why they and their families are dependent upon services performed within their community.
- The students will realize that continual learning is essential to their growth and maturity.

The students will understand the roles of leisure and the arts in achieving self-satisfaction.

- The students will explore leisure-time experiences and how they contribute to self-satisfaction and employment.
- The students will develop an understanding of art as it relates to self and society.

The students will understand and appreciate the relationship of work, continual learning, the arts, and leisure in achieving social responsibility and self-satisfaction.

- The students will analyze the roles of work, continual learning, the arts, and leisure in achieving self-satisfaction.
- The students will analyze the roles of work, continual learning, the arts, and leisure in achieving social responsibility.

## Intermediate Goal Statements

Self Awareness

The students will recognize the relationship of their interests, aptitudes, and achievements to the realization of their career goals.

- The students will develop an understanding of their strengths and weaknesses, likes and dislikes, and achievements.
- The students will become aware of the relationship between interests, aptitudes, achievements, and occupations.

The students will understand, accept, and respect their own uniqueness as a result of learning, growth, and maturation.

- The students will identify ways in which they are emotionally alike and different from their peers.
- The students will identify several "values" they possess and trace the development of those "values."

The students will learn to establish personally relevant, although tentative, goals.

- The students will recognize that setting priorities is an important part of setting and reaching goals.
- The students will recognize the different consequences of goal-directed activities and undirected activities in a classroom setting.

The students will learn about themselves in relation to their culture through understanding and experiencing roles.

- The students will understand the term "role" as it relates to an individual in a group or organization.

The students will understand that they have responsibilities to themselves and others.

- The students will understand that when they accept responsibilities others may depend on them to fulfill those responsibilities.
- The students will understand that others are influenced by the way in which they perform their responsibilities.

Educational Awareness

The students will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

- The students will develop a greater understanding of how and why reading, writing, number skills, and science are used in most jobs.
- The students will relate skills learned in the classroom to those used by workers.

The students will recognize that different careers require varying types of educational preparation.

- The students will develop an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.
- The students will understand the relationship between in-school experiences and career directions.

The students will recognize that educational experiences are a part of their career development.

- The students will recognize that participation in school classes and activities may relate to their use of time throughout life.
- The students will understand relationships between educational experiences and career selection and development.

The students will recognize that learning is continuous, occurring inside and outside of school.

- The students will become aware of the connection between in-school and out-of-school learning experiences.
- The students will become aware that desire and capability to learn influence their learning.

Career Awareness

The students will recognize that their career development includes progression through stages of educational and occupational experiences.

- The students will recognize the role of present school experiences in preparation for future career performance.
- The students will recognize that some jobs have specific but common requirements for job success.

The students will understand the variety of occupations found in the world of work.

- The students will become aware of the variety of jobs in the community and region.

The students will identify characteristics which differentiate between jobs.

- The students will identify and classify local jobs.
- The students will become aware of the existence and importance of the interdependency of jobs.

The students will understand the way in which occupations relate to needs and functions of society.

- The students will understand the interdependence of occupations to fulfill the goals, needs, and functions within a community.
- The students will observe the way in which occupations are interdependent in fulfilling community needs and goals.

Economic Awareness

The students will understand the relationship between personal economics, life-style, and occupational roles.

- The students will develop an awareness of the advantages and disadvantages of certain occupational roles.
- The students will become aware of the relationship between desired life-styles and career opportunities and potential.

The students will understand the range of social and economic benefits associated with various occupations.

- The students will recognize that rewards usually go to those who extend the effort to gain them.
- The students will understand that social and economic needs and wants differ among people.

- The students will understand some factors which have caused social and economic benefits to differ among occupations.

The students will understand the relationship of their present and anticipated occupational status to economic trends found in their community, state, and nation.

- The students will begin to develop an understanding of the economic relationship between themselves, family, and community.
- The students will understand the relationship of economic trends that affect their community and state.

Decision Making

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

- The students will recognize cause and effect relationships in decisions.
- The students will recognize the steps of the decision-making process.
- The students will recognize the consequences of their decisions.

The students will become proficient in using resource information to make career decisions.

- The students will obtain information about jobs which interest them and for which they seem to have the aptitude based upon their current knowledge and feelings.
- The students will collect information from the community relating to careers of their choice.

The students will identify how personal goals are a part of making career decisions.

- The students will understand that their interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people all influence their goals and career decisions.
- The students will recognize that making decisions is required to meet personal goals.

Beginning Competency

The students will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

- The students will plan tasks considering necessary time, tools, and materials needed for their completion.
- The students will become familiar with process skills and techniques of problem solving.

The students will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

- The students will identify the need for safety as related to tools, equipment, and materials.
- The students will recognize the competency of expertise needed to use tools, equipment, and materials.
- The students will demonstrate the safe use of simple tools, equipment, and materials in the classroom.

The students will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of their choice.

- The students will understand the skills necessary to locate and organize information.
- The students will develop cognitive skills associated with the scientific method.

Employability Skills

The students will recognize the implications of working with and without supervision, independently, and with others.

- The students will recognize that some tasks must be done alone and some in groups or teams.
- The students will recognize the association between volunteering for a task and responsibility for its completion.
- The students will understand that members of a group may accomplish tasks by having each person specialize on a particular part.

The students will relate information about themselves in selecting, learning, or performing duties.

- The students will be given the opportunity to complete school tasks for which they are qualitied.
- The students will relate their qualities, aptitudes, and interests to jobs in the D.O.T. (Dictionary of Occupational Titles).

Appreciations and Attitudes

The students will develop an understanding for the value of work and continual learning.

- The students will realize that they and their families depend on the jobs of others to help meet their needs.
- The students will relate nonschool experiences with in-school learning.

The students will understand the role of leisure and the arts in achieving self-satisfaction.

- The students will realize that leisure time can be productive as well as self-satisfying.
- The students will become aware of the variety as well as the uniqueness of art forms: e.g., dancing, painting, sculpture, and music.

## Primary Goal Statements

### Self Awareness

The students will understand, accept, and respect their own uniqueness as a result of learning, growth, and maturation.

- The students will recognize their feelings.
- The students will learn to express their feelings in a socially acceptable manner.

The students will learn to establish personally relevant, although tentative, goals.

- The students will relate their needs to goals in a classroom setting.
- The students will identify short-term goals.

The students will learn about themselves in relation to their culture through understanding and experiencing roles.

- The students will recognize the role of each family member.
- The students will begin to recognize the uniqueness of themselves and others.
- The students will recognize that individual task performance is a part of effective group membership.

The students will understand that they have responsibilities to themselves and others.

- The students will identify responsibilities they have to others: e.g., honesty, fairness.
- The students will respect the feelings of others.
- The students will identify responsibilities they have to themselves, e.g., to perform to the best of their abilities in and out of school.

### Educational Awareness

The students will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

- The students will recognize that learning helps them to do things for themselves.
- The students will recognize that a relationship exists between learning and performing various tasks.

The students will recognize that different careers require varying types of educational preparation.

- The students will recognize that various occupations have different educational and training requirements.
- The students will recognize how communications, mathematics, science, and social studies are used in some jobs.

The students will recognize that educational experiences are a part of their career development.

- The students will become aware that classroom and outside-of-school experiences may be related.
- The students will become aware of the relationship between educational experiences and occupational tasks.

The students will recognize that learning is continuous, occurring inside and outside of school.

- The students will become aware that learning is a continuous process.
- The students will become aware of the experiences they have outside of school.

Career Awareness

The students will recognize that their careers include progression through developmental stages of education and occupational experiences.

- The students will become aware that adequate preparation for a school task facilitates its performance and improves the outcomes.
- The students will become aware that present school experiences are related to certain career requirements.

The students will understand the variety of occupations found in the world of work.

- The students will become aware that people do different things at their work.
- The students will become aware of work performed in their envirionment.
- The students will become aware of the variety of occupations in the world of work.

The students will understand the way in which occupations relate to the needs and functions of society.

- The students will recognize the interdependency of family members as workers in the home.
- The students will understand how the performance of some occupations meets the needs of the community.

Economic Awareness

The students will understand the relationship between personal economics, life-styles, and occupational roles.

- The students will become aware of the necessary preparation required in order to perform certain tasks.
- The students will begin to develop an awareness of the economic aspects of life-styles.

The students will understand the range of social and economic benefits associated with various occupations.

- The students will develop an understanding for the reasons why people work.
- The students will become familiar with the varied economic rewards gained from different kinds of work.

Decision Making

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

- The students will become aware of the effect their decisions have on others.
- The students will accept the responsibility for their decisions.
- The students will recognize that their decisions may not be accepted by others.

The students will become proficient in using resource information to make career decisions.

- The students will identify their sources of information when making choices.
- The students will understand that their sources of information may not be accurate.

The students will identify personal goals as part of making career decisions.

- The students will become aware that goals made in school affect decisions outside of school.
- The students will recognize the need to make decisions.

Beginning Competency

The students will develop the skills required to identify the objective of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

- The students will become aware that steps are necessary in completing tasks.
- The students will plan simple tasks utilizing familiar resources.
- The students will become aware that problem-solving techniques are needed in various jobs.
- The students will identify problem-solving techniques they utilize in school.

Employability Skills

The students will recognize the implications of working with and without supervision, independently, and with others.

- The students will understand the differences between working independently or as a member of a group.
- The students will recognize that supervision may help them accomplish tasks with greater efficiency.

The students will relate information about themselves in selecting, learning, or performing duties.

- The students will relate their qualifications for tasks at home, school, and in the community.
- The students will develop communication skills by following directions and directing others in task accomplishment.

Appreciations and Attitudes

The students will develop an understanding for the value of work and continual learning.

- The students will identify community workers that provide services for their families.
- The students will understand that learning can take place in and out of school.

The students will understand the roles of leisure and the arts in achieving self-satisfaction.

- The students will identify things they enjoy doing in their extra time and how those things contribute to their self-satisfaction.
- The students will participate in the arts, sharing their ideas with others.

**Developmental Career Guidance Project** the 3R's-plus

## PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROGRAMS

Community Resource Center Programs:

PARENT DISCUSSION GROUPS AND LEADERSHIP TRAINING

Parent Discussion Groups are offered to give training to parents in practical and effective methods of democratic family living. Members gain skills which enable them to handle the normal day-to-day relationships with their children with greater effectiveness, ease, and fairness. Group leaders are lay people who have received training, or Guidance and Counseling students from the University of Arizona. Jody Burns and Barbara Barkenbush are the Parent Involvement Specialists. Over 600 parents were involved in their program last year.

PARENT INVOLVEMENT

This is an extension of the Parent Discussion Groups. The Project is most supportive of any aspect of having parents involved in the schools. An organized Parent Involvement Program is often coordinated with the use of a Parent Resource File. School volunteers--library helpers, resource speakers, classroom aids--are obtained through these files.

WORK EXPOSURE AND WORK EXPERIENCE

Work Exposure Programs are aimed at students from 7th through 12th grade and enable students to explore several interest areas by observing on a job site for approximately ten hours. The exposure is intended to become a part of other classroom subjects. Work Experience provides an opportunity for students in the 10th through 12th grades to perform tasks on an actual job for approximately eight hours per week. These programs are designed for the rural schools. Last year over 1000 students were involved in the two programs. Lee Anna Simons is the Work Education Coordinator.

ADAPTIVE EDUCATION

The Career Guidance Project includes service to teachers of Special Education classes throughout Pima County. It is hoped that the integration of self awareness, occupational knowledge, and decision-making activities in both the remediation and enrichment process will affect improved student behavior in these areas as well as improved student performance in the 3R's. Service will be extended to meet the needs of gifted, trainable, educable, physically and emotionally handicapped, learning disabled and hearing impaired students.

TEACHER WORK EXPOSURE
This program provides on-site exposure in any occupation to facilitate integration of Career Education into instructional activities. Educators establish goals and objectives they hope to accomplish on a chosen job site and organize a plan to integrate their work exposure in the classroom. Having obtained their own work site in an occupation, educators spend up to forty hours in actual work experience, then write a follow-up activity which they will use in their classroom or school.

BUSINESSMAN/TEACHER SEMINARS
These Seminars were established to increase understanding of the world of work by strengthening communications between teachers and the working community. During the seminars, volunteer businesspersons and teachers develop a workable plan for implementing a predetermined goal into the classroom. Later, teachers and guidance consultants meet to discuss progress of the implementation. After several weeks, teachers return for a second seminar to share the results of their classroom experiences. Some Seminar topics have included Personal Financial Management, Planning and Managing the Community, and Cultural Awareness.

COMMUNITY RESOURCE SPEAKERS
One of the resources most widely used by teachers at all levels is that of introducing community representatives into the classroom as guest speakers. Any teacher in a Pima County public school may submit a request to the Community Resource Center for a guest speaker. We then refer to our extensive file of community members who have volunteered to come to a classroom to share information about their job or hobby or demonstrate a skill. Last year, over 800 community members appeared as guest speakers in classrooms. Teachers may also phone the Resource Center for information on field trip sites in Tucson. Beth Berry and Jody Burns are the Community Resource Specialists.

COMMUNITY RESOURCE ADVISORY COUNCIL
The Council includes approximately 18 businesspersons from the community invited to the Council to: offer suggestions and provide expertise for increasing community involvement in the career guidance process, assist in the coordination of planned community resource activities, aid in establishing new program proposals, assist in placement of teachers in the Teacher Work Exposure Program, and help establish goals and objectives for the Businessman/Teacher Seminars. The Council meets on the third Thursday of every month at 3:00. Membership is for three years.

Other Project Programs:

KEY TEACHER/KEY TEAM
This program was designed to aid schools in the transition from a Project based to a school based system of Career Guidance. The Key Teacher/Team in a school serves as the liaison between that school and the Career Guidance Project. Through this program, direct ownership of this concept is realized.

BILINGUAL/MULTICULTURAL
The objective of multicultural studies is for students to recognize the importance of individual self awareness and to acquire an active understanding of themselves as a valuable member of a distinct culture. Students engage in activities that will enable them to identify major and minor cultures around the world. They take part in individual, small group, and total group activities that will increase their understanding and appreciation of how other people live. Vital aspects of culture are emphasized in all activities, i.e., work, art, music, customs, food, recreation, etc.

MINI-PROPOSALS
Data show that teachers are willing to plan and implement all varieties of career education activities and these activities must be adapted to their own local needs and circumstances. Often, effective implementation requires a small amount of media, materials and/or supplies that may not be a part of a normal school supply pattern. Therefore, teachers may apply for a Mini-Proposal to receive funds for items needed in a specific classroom activity consistent with the State Department of Education goal.

FEEDER SCHOOL
The project was originally organized around the theory that career education should be developmental--begin early in life for each individual and build in a progressive manner as school and life continue. The intent of this goal is to develop a formal long range plan for cooperative implementation of Career Guidance among the individual school buildings (K-12), in each feeder school group. Thus, the student's career development will be continuous from elementary to junior high through high school. Thus a customized approach in meeting student needs is guaranteed.

SECONDARY COUNSELING ROLE
This goal involves the building principals and their respective counseling staffs in formally preparing and adopting agreements which clearly outline the roles of the counselors in delivering career guidance in the Project's seventeen high schools. Area counselors are provided inservice programs to increase their effectiveness.

MEDIA
This goal involves the project staff in previewing and purchasing recommendations of media in order to establish a long range plan for increasing the effectiveness of the media collection.

IMPLEMENTATION UNITS
Arizona has produced 24 Career Education Instructional Units that have undergone formalized field-testing and evaluation procedures. These instructional units are provided by the Project free of charge and on a permanent basis to any Pima County teacher requesting them for classroom use.

CLASSROOM GUIDANCE ACTIVITIES
The Project uses the "Counselor-Consultant" model for providing support services to classroom teachers, school counselors, and school administrators. The counselor and classroom teacher become a team concerned with the development of the student and combining career information with self awareness. Because students do not all learn in the same way, different strategies must be developed for tapping the individual student's strengths. In accomplishing this, Project Guidance Specialists are involved in numerous classroom activities, curriculum development and in-service programs for teachers.

CAREER EDUCATION CENTERS
Most schools have established career guidance and/or information centers including a year round career center at Apollo Junior High, a career center at Amphi High School, a bilingual student center at Pueblo High School, a Life-Planning Center at Canyon Del Oro High School, and a learning resource style center at Palo Verde High.

HANDS-ON KITS

These have been so named because of their ability to utilize the five senses in approaching learning activities. They are a collection of real tools and materials used in actual work situations for specific occupations. Students can handle, experiment with, and use the items for role playing. Real experiences with real tools provide relevant activities which help the student to understand the relationships between educational experiences and the world of work. Also, students become aware of their aptitudes, likes and dislikes, and achievements. District 1 materials may be checked out through the E.M.C.

SELECTIVE ENRICHMENT

This is a student to student program which enables students to expand their special interests and talents through experience in teaching programs at the elementary and junior high levels in Tucson District #1. Some 70 juniors and seniors from four high schools are chosen by the instructor and/or department head of each area to provide help in specialized educational areas and have the opportunity to serve others.

IN-SERVICE

One of the many roles of the Career Guidance consultant is to provide in-service for teachers on what services and programs are available through the Project, how Career Guidance can be used in the classroom, and idea sharing of activities. Salary increment credit is sometimes offered to teachers attending the In-Service. Special In-Service Programs include workshops for the training of Key Teachers and Seminars for Administrators to increase their active career guidance.

# DEVELOPMENTAL CAREER GUIDANCE PROJECT

# Media Catalogue

# 1977-78

2302 E. SPEEDWAY, SUITE 210 795-0504

## ORGANIZATION OF THE GUIDE

The media catalog is divided into three major sections and are color-coded for easy access:

| | |
|---|---|
| GREEN | K - 6 |
| BLUE | 7 - 8 |
| BUFF | 9 - 12 |
| YELLOW | Inservice |

To aid you in determining the usefulness of the media in your curriculum area, the catalog includes a summary of the media and three columns located on the right-hand side of each page.

The first column suggests subject areas where the media may be most useful. The Curriculum Code is:

| | | | | | |
|---|---|---|---|---|---|
| BE | - | Business Education | IA | - | Industrial Arts |
| DE | - | Distributive Education | LA | - | Language Arts |
| FA | - | Fine Arts | M | - | Mathematics |
| G | - | Guidance | PE | - | Physical Education |
| HE | - | Home Economics | S | - | Science |
| | | | SS | - | Social Studies |

The second column indicates the career clusters or clusters of jobs discussed in the media. The Cluster Code is:

| | |
|---|---|
| BO - Business & Office | MS - Marine Science |
| MD - Marketing & Distribution | EC - Environmental Control |
| CM - Communication & Media | PS - Public Service |
| C - Construction | H - Health |
| M - Manufacturing | HR - Hospitality & Recreation |
| T - Transportation | PeS- Personal Services |
| AB - Agri-Business & Natural Resources | FAH- Fine Arts & Humanities |
| | CH - Consumer & Homemaking |

The third column lists the career elements or themes of Career Education that need to be integrated into the curriculum at all grade levels. The Element Code is:

SA - Self Awareness: The student will recognize and understand his own interest, aptitudes and achievements and how they relate to his own goals. He will understand that he has responsibility to himself and others.

DM - Decision Making: The student will be able to apply information to rational processes to reach decisions. He will understand that decision making includes responsible action in identifying alternatives, selecting the alternatives most consistent with his goals, and taking steps to implement a course of action.

BC - Beginning Competency: The student will become familiar with the use of basic tools, equipment, and materials associated with business, commerical, and industrial activities. He will develop the skills required to identify the objectives of a task, specify resources required, outline procedure, perform operations, and evaluate the product.

ES - Employability Skills: The student will gain skills in the ability to work in groups, follow directions, accept responsibility, and maintain personal interaction skills.

AA - Appreciation and Attitudes: The student will understand the role of leisure and the arts in achieving self satisfaction and develop an understanding for the value of work and continual learning.

EA - Educational Awareness: The student will recognize that educational experiences are a part of his career goal and understand the educational requirements needed for entry into occupations in certain career areas.

EcoA - Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles; the range of social and economic benefits associated with various occupations; and the relationship of his present and anticipated occupational status to economic trend found in his community, state, and nation.

CA - Career Awareness: The student will understand the variety of occupations found in the world of work and the way in which occupations relate to the need and functions of society.

| NO. | TITLE AND BRIEF DESCRIPTION | SUBJECT | CLUSTER | ELEM. |
|---|---|---|---|---|
| | AIRPLANE (HOT DOG SERIES)<br>Films Incorporated<br>1 16mm film/summary sheet<br><br>This color sound film, with Jo Ann Worley, Jonathan Winters, and Woody Allen, uses humor in explaining the history and uses of the airplane. The summary sheet includes a lesson plan and activities. | S | T | CA, EA |
| | ALEGRIA INFANTIL<br>Golden Press<br>1 book<br><br>Appealing Richard Scarry format and illustrations depict the following in Spanish: the weather and seasons, birds, homes, playground, tools, jobs, and the garden. | ALL | ALL | ALL |
| | THE ART OF HELPING<br>Human Resource Development Press<br>Book<br><br>This book's task is to facilitate the reader's learning of how to initiate helping skills. It takes a developmental approach to learning how we respond from the time of infancy to adulthood. The chapters are entitled:<br>1. Introduction<br>2. Attending<br>3. Responding<br>4. Personalizing<br>5. Initiating<br>6. Helping<br>This is an excellent reference for teachers to use for self-understanding and understanding their students. It would be very effective in a child development class or family planning class. | G | SA | ALL |
| | BEGINNING CONCEPTS Unit 1<br>Scholastic Magazine, Inc.<br>5 filmstrips/5 cassettes<br><br>This kit contains 5 cassettes, 5 fingerpuppets and hats to aid the early childhood students in becoming aware of careers. The careers explored are:<br>"Baker"<br>"Doctor"<br>"Quiltmaker"<br>"Park Ranger"<br>"Factory Workers"<br>To make the students become more involved there are paper hats and fingerpuppets to go with each story. The teacher's manual includes many follow-up activities in numerous subject areas. Excellent kit for teacher and student. | ALL | ALL | CA |

| NO. | TITLE AND BRIEF DESCRIPTION | SUBJECT | CLUSTER | ELEM. |
|---|---|---|---|---|
| | A DAY IN THE LIFE OF BONNIE CONSOLO<br>Barr Films<br>Film<br><br>Bonnie Consolo was born without arms yet she leads a normal life. She has a home, two children, and a good outlook on life which reaches all who meet her. This film is an excellent example of what people can do to overcome any handicap. | ALL | | SA, AA |
| | BICENTENNIAL GAMES<br>Coachhouse games<br>3 games<br><br>These games can be used to present or reinforce information on the primary, intermediate, or secondary levels. Spirit of America games have been created to stimulate interest and excitement in our American heritage.<br>Game 1: Birth of a Revolution<br>Game 2: The Years of Crisis<br>Game 3: Independence | SS | FAH | EA |
| | BIG BLUE MARBLE<br>Xerox Corp.<br>4 filmstrips, 4 cassettes, teacher's guide<br><br>The Big Blue Marble series is designed to aid students in understanding the world of work. Real life work situations are shown as the workers are interviewed on job responsibilities. At the end of each filmstrip, an animated look at the future is shown. Each kit includes the following items:<br>1. Filmstrip<br>2. 2-sided cassette, one side is the filmstrip narrative and the other side is a career feature in radio show form<br>3. A set of hands-on items duplicating articles actually used by workers in that field<br>4. Teacher's guide<br><br>1. Transportation<br>Overview of the trucking industry is shown through the Safeway Corporation. Trucks are shown being scheduled on runs, being repaired, and the problems encountered on their runs.<br><br>2. Consumer and Homemaking<br>This filmstrip is more concerned with the less traditional, outside the home occupations which exist for the benefit of the consumer. Careers shown are home economist, employees of department stores, government inspectors, interior decorators and discount house personnel. | SS, IA HE | T, CH | CA, CA |

| NO. | TITLE AND BRIEF DESCRIPTION | SUBJECT | CLUSTER | ELEM. |
|---|---|---|---|---|
| | AMERICAN WOMEN<br>Butterick Publishing<br>2 filmstrips/2 cassettes/1 teacher's guide<br><br>Part 2: "New Opportunities"<br>This series of filmstrips further expands the concept of the changing roles of women. Women from different backgrounds are shown discussing their work and lifestyle. The case studies show single women, divorced women, and married women discussing their career opportunities. The teacher's guide includes lists of resources, suggestions for activities and four student resource and activity sheets. | G, HE<br>SS, PE | ALL | SA, CA |
| | THE ART OF ANIMATION<br>Walt Disney Educational Media Company<br>10 books/2 cassettes/1 filmstrip/teacher's guide<br><br>Book describes the history and technological developments in animated film production. Filmstrip follows steps in modern cartoon making. | FA | CM, FAH | BC<br>CA<br>AA |
| | THE ART OF HELPING<br>Human Resource Development Press<br>Book<br><br>This book's task is to facilitate the reader's learning of how to initiate helping skills. It takes a developmental approach to learning how we respond from the time of infancy to adulthood. The chapters are entitled:<br>1. Introduction<br>2. Attending<br>3. Responding<br>4. Personalizing<br>5. Initiating<br>6. Helping<br>This is an excellent reference for teachers to use for self-understanding and understanding their students. It would be very effective in a child development class or family planning class. | G, ALL | | ALL |
| | THE ART OF LISTENING<br>Schloat Productions<br>4 filmstrips/4 cassettes/1 teacher's guide<br><br>The art of listening is a series of four, color filmstrips designed to aid students in learning how to listen. The first filmstrip deals with emotional and physical responses to both sounds in general and sounds organized into a musical pattern. The second and third filmstrips deal with basic technical aspects of music. Rhythm, melody, harmony and counterpoint are discussed and explained. The final filmstrip demonstrates theme and variation through a composition by Charles Ives. All the other concepts are used in this performance to create a total summary. The teacher's manual gives suggestions for individual and group projects as well as a brief summary of the history of music. | G, FA<br>LA | ALL | SA<br>BC<br>AA |

| NO. | TITLE AND BRIEF DESCRIPTION | SUBJECT | CLUSTER | ELEM. |
|---|---|---|---|---|
| | BETWEEN GENERATIONS: PARENT/TEENAGE RELATIONSHIPS<br>McGraw-Hill Films<br>4 filmstrips/4 cassettes/brochure<br><br>SENSITIVE SUBJECT MATTER. PREVIEW BEFORE USING<br>These sound filmstrips present attitudes and problems encountered in parent/teenage relationships by featuring actual families in situations which are both realistic and relevant. Because some of the material deals with drugs and sex, it is advised that the approval of school authorities be secured prior to use.<br>1. Nobody's Perfect In this filmstrip, the ideals and expectations a set of parents hold for their son and daughter are visualized in cartoons while glipses of reality are seen in photography.<br>2. Man/Child A family has conflicting viewpoints on responsibility. The son feels upset when his parents question his social plans while the parents feel he is acting irresponsibly and causing them to worry when he does not keep them informed as to his whereabouts.<br>3. A Boy for You, A Girl for Me This filmstrip explores the attraction that exists between parents and children of the opposite sex and the competition that exists between parents and children of the same sex.<br>4. Glass Houses This filmstrip deals with sensitive subject matter and should be shown with prior approval of school authorities. The narrow-mindedness of both generations is seen in the juxtaposition of conversations at a teenage party and at an adult gathering. Both groups display intolerance of each other's values, dress, and social mores. Teenagers are seen using marijuana while their parents consume alcoholic beverages. | G | H | SA |
| | BICENTENNIAL GAMES<br>Coachhouse games<br>3 games<br><br>These games can be used to present or reinforce information on the primary, intermediate, or secondary levels. Spirit of America games have been created to stimulate interest and excitement in our American heritage.<br>Game 1: Birth of a Revolution<br>Game 2: The Years of Crisis<br>Game 3: Independence | SS, HS | FAH | EA |